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ABSTRACT

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for guidance personnel who work in counseling and guidance, particularly with student career development. The goal of this module is to provide participants with skills that will help community resource persons become effectively involved with student career development processes. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

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HELPING THE COMMUNITY HELP STUDENTS WITH CAREER DEVELOPMENT

BY

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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MODULE GOAL AND OUTCOMES

MODULE

To provide guidance personnel with skills that will help community resource persons become effectively involved with student career development processes.

MODULE OUTCOMES

After completing this module you (guidance personnel) will be able to:

1. Write a paragraph describing a rationale for including community resource persons (CRPs) in career development programs.
2. Outline a strategy for helping a CRP conduct a career analysis during an orientation workshop.
3. Help a CRP relate his/her job skills to school subjects.
4. Help a CRP prepare a career road map to illustrate his or her career development experiences.
5. Prepare a preliminary plan for the participation of CRPs in the career development of students in your setting.

MODULE OUTLINE

Approximate Time	Activity	Outcomes
45 min.	Introduction; discussion of career development and the contribution of the CRP.	1
1 hr.	Orienting the CRP; rationale for CRP orientation workshop and career analysis	2
1½ hrs.	Relating job skills to school subjects.	3
1 hr.	Preparing a career roadmap.	4
1 hr.	Planning for the presentation of a CRP.	5
1½ hrs.	Summary and post assessment	1 - 5

MODULE RELATIONSHIP

This module, No. 39, was designed to be used as a part of a comprehensive career guidance program. For additional information about career resources, the reader is encouraged to examine Modules 50, 33, 32, 21, 20 and 19. The entire list of National Consortium resources can be found at the end of the Coordinator's Guide.

GLOSSARY

Career: The pattern of activities and experiences that make up a lifetime of work, learning, and leisure. The term is broadly defined to include occupational and educational choices and patterns as well as other aspects of a person's life--his/her personal and social behavior, learning to learn skills, social responsibility or citizenship and use of leisure time.

Career development: The life-long process a person undergoes as s/he gains skills in setting goals and in developing, implementing, evaluating, and revising plans to define a career and to deal with life problems and opportunities.

Career guidance: All the various types of assistance provided to help individuals in their career development. It includes instruction, counseling, placement, follow-through, evaluation, and support procedures based on youth career planning and development needs.

Community resource person (CRP): Any individual with demonstrated expertise in any field of human endeavor who is willing to help students learn something about that endeavor.

Guidance: A generic term which includes counseling, placement, and follow-through, and refers to the total program.

Guidance personnel: Members of a group that includes any adult with the ability or potential to communicate effectively with another and contribute to that person's career/life planning and development. Counselors and paraprofessionals working directly in guidance programs are included, of course, but administrators, teachers, and even parents can be guidance personnel. Guidance personnel may be found working in educational institutions at all levels, as well as in other settings such as rehabilitation programs, government sponsored youth training programs, community service agencies, private business organizations, and so on.

Strategies: Approaches employed by counselors to help students attain their objectives. Example: individual counseling; group instruction; field trips; individual study.

U. S. Office of Education Occupational Clusters:

Agri-business and Natural Resources, Business and Office, Communication and Media, Construction, Consumer and Homemaking, Environment, Fine Arts and Humanities, Health, Hospitality and Recreation, Manufacturing, Marine Science, Marketing and Distribution, Personal Service, Public Service, Transportation.

Work: Conscious effort aimed at producing benefits for oneself and/or oneself and others.

INTRODUCTION (Objective 1)

INTRODUCTION

Rationale

Career development has taken on an increasingly important role in education. Some of the most valuable career resources on which school personnel can draw may be found in their surrounding communities. Adults in a wide range of careers are often willing to volunteer time to share their career experiences with students, including the tools, materials, or facilities with which they work.

Individuals within or near a school's community can make unique contributions to the career development of youth due to their career credibility. That is, because they have firsthand experiences in a variety of careers, their expertise can be more credible than similar information coming from secondhand sources. Their immediate practical experience and knowledge provides up-to-date information. Additionally, there are more careers represented by CRP's than can be represented by educators. This variety, knowledge, and expertise of the community resource person should be an integral part of students' career development.

Who is Community Resource Person?

A community resource person (CRP) is any individual who demonstrates expertise in any field of human endeavor and is willing to share his or her experiences with students. This person could be a manager, employer, employee, spouse, friend or neighbor. The individual must simply agree to give some time to students, whether talking to a class, serving on a seminar panel, showing students around a business, or hosting an individual student for one or more days at the work place.

Ways a CRP Can Contribute

There are two basic ways a community resource person can contribute to helping students learn: making presentations at the school, or hosting visits to the work site. Workers from the community may be invited to come into the classroom or school and talk with students about their work. A number of CRP's might be asked to share their occupational experience with students through panel presentations. Each panel member could be asked to make a brief presentation, then the entire panel session could close with questions from students. Panel members could be invited according to the ways in which their occupations relate to subject matter. Panels might also be made up of persons representing particular occupational clusters, i.e., transportation, marketing and distribution, etc. (See Glossary) Community resource persons are an indispensable ingredient in the successful operation of a career fair or career day. Community resource persons might also be invited to speak at school assemblies and in individual classrooms demonstrating the relationships between education and their careers.

Field trips or Tours

Or, students may visit work places in their community to learn directly from people engaged in various occupations. There are alternative methods by which the students can learn about careers outside the school setting. One is through field trips or tours. These activities are planned visits to sites where people are engaged in work. The purpose is to allow students to see, firsthand, people working. Students may participate by touring a work place, taking photographs, interviewing various workers, documenting specific occupations, and identifying human and material resources. Such visits provide an awareness of career possibilities, worker cooperation, and a multitude of experiences; sounds, smells, and sights that cannot be

brought into the classroom.

Career Exploration

A second method is career exploration. Career explorations provide small groups or individual students with indepth participatory experience in the work place. Students spend one or more days at work sites obtaining realistic experiences in occupations in which they may be interested. The purpose is for community resource persons to help students prepare for their next career steps, which may be career preparation.

Job Shadowing

Job shadowing is an example of a career exploration whereby a student spends one or more full working days in detailed observation at a work place.

This kind of experience and all other career explorations require special arrangements. There are some unique legal implications pertaining to liability that must be considered. School personnel, student and community persons must all be aware and protected against tort liability. (For information about these concerns, contact any office of the Wage and Hour Division of the United States Department of Labor. These offices are listed in the telephone directory under United States Department of Labor in the U. S. Government listing.)

Advantages of CRP Participation

Whether the learning experience takes place in the school or community, it is possible that the resource person(s) will provide students an opportunity to become aware of one or more of the following:

(a) The wide range of career choices in our society.

(b) Some of the skills needed for various occupations.

(c) Opportunities for participation f r various life roles.

(d) The relationship of education to life roles.

(e) Opportunities for participation in our economic system.

(f) Opportunities for acquiring skills needed for specific occupations.

(g) The importance of acquiring systematic decision-making skills.

The use of community resource persons in career development can be a catalyst for bringing schools and communities closer together in more mutually supportive ways. Community resource persons, as well as students and educators will inevitably come to know the special contributions toward career development they can make, both singly and collectively. The increased communication can contribute immensely to positive school-community relations.

ORIENTATION

Orienting Resource Persons

Well prepared community resource persons are the key to providing firsthand information to students and helping them with their career development process. Adapting a locally unique community resource program to meet students' needs is crucial to the maintenance of a close relationship between the community and the school. The role of guidance personnel is perhaps one of the most important community relations positions in the school. It holds the potential for helping citizens in the local community become an important part of students' experiences, and for assisting other educators in effectively utilizing these resources in the regular curriculum.

Although the idea of using community resources is not new, such programs present some complex organizational questions for school personnel:

(a) Should each teacher spend time to identify and recruit his/her own resources, or can this effort be coordinated so that every teacher has quick access to a local listing or directory of available resources in a wide range of career areas?

Questions To Ask About Local Program

(b) Do adults in the community know what is expected of them when working with teachers and students on a career activity?

(c) Can local resource persons be provided with orientation and guidelines on how to talk with students about their careers, either in schools or at their work place?

(d) Can teachers incorporate the use of community resources into their subject areas?

(e) Are there legal restraints which might apply to taking students into work places in the community?

(f) Are there special activities which teachers might conduct with community resources?

ACTIVITY

Activity I

Break up into six small groups. Each group should answer one of the above questions and discuss and develop a rationale for the answer. Also describe where and how this rationale fits into the previous module text and then explain your answer and rationale to the group.

Activity II

Write a paragraph describing a rationale for including community resource persons (CRP's) in career development programs. Give special attention to various individuals who might serve as CRP's, various kinds of presentations, and benefits to be derived by students.

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ORIENTING THE CRP
(Objective 2)

ORIENTING THE CRP

For the purposes of this module it is assumed that a coordinated, systematic approach to identifying, recruiting, and utilizing community resources may be designed. Throughout the next three sections of this module participants will learn certain skills in preparing CRP's to work with students. The final section will help participants build skills in planning for CRP presentations.

Requirements for a CRP Program

Community resource persons need to understand their roles in the career development process and the kinds of interaction that will have the most positive impact on students. They need to be protected from unreasonable demands made through oversight or lack of coordination. They need support and encouragement in what, for many of them, will be new experiences. Community resource persons need to be provided with a general introduction to career development and an orientation that will allow them to work with students both in classrooms and at work places. They will need detailed suggestions on how to talk about careers with students of all ages.

Orienting the CRP

One of the most important aspects of this activity is to help volunteers to feel comfortable about sharing their experience with students. A workshop for new volunteer community resource persons would be a good way to introduce them to the career development program and would afford them a chance to have their questions answered. For instance, it will probably be necessary to explain that career guidance activities allow students to examine the relationships between "school" and the world of work. To many lay persons (and educators), the word "career" is synonomous with "job" or "occupation". Workshop participants need to see that there are interrelationships between occupations, leisure time activities, initial training and education, retraining and upgrading, and one's total life style.

The following chart describes the basic components of career development.

Possible content of the workshop

During this workshop, teachers might demonstrate how resource persons might present information about their work to students of varying ages. Role playing and small group discussions are effective techniques, depending on the size and composition of the group. Wherever possible, the number of workshop participants should be limited so that each person will receive adequate individual attention. Time for informal discussion and for get-acquainted activities should be included. Participants might each share with the group one or two experiences that contributed to the choosing of his/her present occupation. Group discussion concerning the importance of meaningful leisure time activities or how participants remember their educational experiences contributing to their career development would be meaningful follow-up to the individual sharing time. Such discussion would also help set the stage for CRP's to see their roles in assisting students with career development activities. A sample agenda for an orientation workshop is included.

WHAT CAREER EDUCATION OFFERS STUDENTS

These Career Education Elements	lead to	These Career Education Outcomes
1. CAREER AWARENESS--knowledge of the total spectrum of careers	→	1. CAREER IDENTITY--personel identification with the world of work; options remain open for the individual to move among occupations
2. SELF-AWARENESS--knowledge of personal aptitudes, interests and ethical system	→	2. SELF-IDENTITY--self understanding; consistent value system; ability to make decisions based on individual values
3. APPRECIATIONS, ATTITUDES--life roles; feelings toward self and others in respect to society	→	3. SELF/SOCIAL FULFILLMENT--active work role; satisfying work role; responsibility as citizen
4. DECISION-MAKING SKILLS--applying information to rational process to reach decisions	→	4. CAREER DECISIONS--career decisions; individual has a plan for career direction; bases decisions on information as distinct from fantasy
5. ECONOMIC AWARENESS--perception of processes in production, distribution and consumption	→	5. ECONOMIC UNDERSTANDING--solve personal and social problems of an economic environment; relate values to compensation, security, growth and related economic measures
6. SKILL AWARENESS AND BEGINNING COMPETENCE--familiarity with employer expectations	→	6. EMPLOYMENT SKILLS--varies from unsophisticated to very sophisticated skills depending upon learner
7. EMPLOYABILITY SKILLS--skills in job-seeking, job-holding, job-advancement	→	7. CAREER PLACEMENT--eventual employment in line with career development plan; affective behavior such as attitudes, coping, self-discipline, integrity are parallel attributes to the specific skill or skills
8. EDUCATIONAL AWARENESS--perception of relationships between education and life roles	→	8. EDUCATIONAL IDENTITY--ability to select educational avenues to develop career plans; decision-making as to post-secondary options, including immediate work, or further education, or both. Awareness of options for continuing education through adulthood.

(SAMPLE)

WORKSHOP AGENDA

FOR

COMMUNITY RESOURCE PERSONS

LOCATION, DATE, AND HOURS: _____

Participants:

A. Selected Community Resource People

B. Interested School District Personnel

Outcomes:

A. The participants will understand the concept of career development and be able to relate the concept to their career.

B. The participants will be able to develop a presentation that will help students with their career development.

7:30 p.m.	Welcome and Overview of Career Education in the School District
7:45 p.m.	Explanation of the Career Development Concept and Its Effect on Students
8:15 p.m.	Identification of the Role of the CRP
8:30 p.m.	Career Analysis Activity
8:50 p.m.	Correlation of School Subjects to Job Skills
9:10 p.m.	Career Road Map
9:25 p.m.	CRP's Presentation to Help Students with Their Career Development
9:50 p.m.	THANK YOU and Welcome to the Process of Helping Students Learn!

CAREER ANALYSIS

Advantages of a Career Analysis

Guidance personnel, having had a background in career exploration and career choice, and having had some experience in analyzing their own career development, are in a position to help community resource persons with similar analyses. This insightful experience may then, in turn, contribute to the career development process of students. Having each participant develop his/her own career analysis as a workshop activity provides an avenue for preparing a presentation. A CRP's analysis of his/her own career will, in all probability, be the core of that person's presentation to students. Students, in turn, see themselves more realistically in the world of work when they can relate their career development processes to personal experiences that are shared through a CRP's own career analysis.

Content of a Career Analysis

The resource person's analysis may include remarks about career satisfaction, about how career decisions are made, about interaction with others on the job, and about how the particular occupation relates to the economic base of the community.

Resource persons might also mention other businesses or agencies in the community that are engaged in similar types of work. It also would be important to stress equality of opportunity for males, females, and ethnic minorities. Students would probably want to know how much leisure time is available and how it might be spent, as well as ways in which the career affects family and personal life.

When possible, students should become aware of actual tools and materials used in an occupation, and know about goods and/or services produced. If the community person is visiting the school, those items might be displayed.

Information for Students

The community resource person should be able to relate the following important information to students, if appropriate: working hours, tools, working conditions, special gear, physical demands, salary, labor unions, health insurance, government relations, economic and social values, examples of both men and women doing the same kind of work, unique aspects of the work, future employment activities, impact on economic change, effects of technology on the occupation, training and education requirements, related school subjects, time required to prepare for the work, part-time jobs that might help prepare students for the occupation, opportunities for advancement, personal qualities employers look for in applicants, and tips on applying for jobs.

ACTIVITY

Activity III

The following career analysis is presented as a guide to help the reader analyze one's current occupation, its relationship to overall life style, and to his/her career development process. It is not intended for use as a tool for the examination of minute details, but rather for the highlighting of factors that lead one to make decisions concerning occupational satisfaction, choice and/or change. Again, throughout this module, and particularly for this activity, the reader is reminded that "career" pertains not to just one occupational area, but to the totality of experiences that help make up one's life pattern.

Fill out the career analysis on pages 24-28 for a career for which you are familiar. As you do this activity, keep in mind how you would help a CRP complete an analysis of his/her career. You will be asked to describe how you would help a CRP do this same activity. You may want to adapt this career analysis form to meet your unique conditions.

Upon completion of the career analysis, participants are to:

1. Break into small groups of five.
2. Discuss the grade levels of students for whom each of the career analysis items is appropriate.
3. Arrive at consensus as to which items should be included in preparations at various levels, grades K-6, 7-9, 10-12.
4. Reconvene and arrive at consensus in the entire group.
5. Label the three columns E (elementary), JH (junior high), SH (senior high).
6. Check each item in one or more of the columns that relate (to its grade level appropriateness).
7. Write a paragraph or an outline describing how you would help a CRP complete a similar analysis of his/her career.

CAREER ANALYSIS

BASIC OCCUPATION FACTS

E	JH	SH

1. What are your duties and tasks? (Include the routine, monotonous, and menial as well as the glamorous)

   _____

   _____

2. What are your usual working hours?_____
3. What tools, equipment and materials do you use?

   _____

4. Describe your working conditions. (Indoors, outdoors, physical surroundings, noise, degree of danger, etc.)

   _____

   _____

5. What special gear or clothing do you wear?

   _____

   _____

6. What physical demands are placed on you?

   _____

7. What is an average salary range for your type of work?

   _____

8. Are there labor unions and/or professional organizations involved in your work?

   _____

   _____

9. Do you have health insurance, retirement and other benefits?

   _____

   _____

E	JH	SH

10. Are there unique government regulations that affect your work?

_____

_____

ECONOMIC AND SOCIAL VALUES

1. What do you produce that others need? (How does your job relate to the economic world? What does it contribute to society in general?)

_____

_____

2. Please give examples of both women and men doing your kind of work.

_____

_____

3. Is your work performed in other regions of the country or is it restricted to a particular geographic region? (Describe)

_____

_____

4. Briefly describe the history of your kind of work. (How it got started, famous people who have done what you do, how your work got its name, etc.)

_____

_____

5. What are the future employment projections for people doing your kind of work?

_____

6. What is the impact of economic changes on your job?

_____

_____

E	JH	SH

7. What are the effects of technology and new knowledge on your work? (Inventions/discoveries that could change your work)

_____

TRAINING AND EDUCATION

1. What are students studying in school that relate to what you do?

_____

_____

2. Where can one find more information about your kind of work?

_____

3. What training and skills are required?

_____

4. How much time is required to prepare for your kind of work?

_____

_____

5. How did you receive your training?

_____

6. How did you recommend others receive necessary entry level training?

_____

7. Where would one get such training?

_____

_____

8. What are some jobs young people could do to gain experience related to your work?

_____

_____

_____

E	JH	SH

EMPLOYMENT AND ADVANCEMENT

1. Is there equality of opportunity for both women and men?

_____

2. What personal qualities do employers look for in applicants?

_____

_____

3. Do you have some tips on applying for jobs based on your personal experiences?

_____

_____

4. Are there good opportunities for advancement in your line of work?

_____

5. Are there some related jobs for which this one has prepared you? (Transferability of skills, career options in and out of the field)

_____

_____

JOB ATTITUDES AND PSYCHOLOGICAL FACTORS

1. What do you like best about your job and why? (Including psychological rewards)

_____

_____

2. What do you like least about your job and why?

_____

_____

3. What factors caused you to select this occupation?

_____

E	JH	SH

4. What kind of person do you think functions best in your line of work? (Emotional and psychological make-up)

_____

YOU AND THE JOB

1. How much leisure time do you have?

_____

2. How do you spend your time away from work? (Reading, hobbies, cultural activities, sports, community service, etc.)

_____

_____

3. How does the job affect your personal life?

_____

4. How do your family members like your work? (Positive and negative aspects that influence the people with whom you live.)

_____

_____

5. Is this job a long term committment or is it a stepping stone to something else?

_____

_____

RELATING JOB SKILLS TO SCHOOL SUBJECTS
(Objective 3)

RELATING JOB SKILLS TO SCHOOL SUBJECTS

There are two additional elements in a CRP's career analysis that are especially interesting and valuable to students as they examine their own career development processes. The first element is the relationship between skills needed on the job and school subjects. The second element, the career road map, is covered in the next section of this module.

School work Relates to Job Skills

Most students are interested in seeing how educational experiences have practical applications to job skills. These practical applications are particularly important is such areas as reading, writing, and computing. Students often don't see the correlation between textbook problems and issues and how people in the world of work use that same knowledge on the job. The CRP can relate personal experiences and everday activities that are pertinent to this correlation. The classroom teacher may have little first-hand experience in various career areas other than teaching, whereas the CRP has first-hand experience and with help can provide considerable knowledge and motivation to students. However, this correlation activity requires guidance personnel to provide structured assistance to the CRP if the learning experience is to be positive for students.

On the following page is an example of how a plumber might analyze his/her job to demonstrate to students the correlation between school subjects and job skills. The creative CRP with direction from guidance personnel can make this the start of various discussions that relate directly to everyday classroom activities.

(SAMPLE)

SCHOOL SUBJECTS CORRELATION TO JOB SKILLS

CAREER: Plumber

GRADE LEVEL: 11

CRP: Mary Doe

School Subject	Job Skills
Reading	Analyze assembly instructions.
Mathematics	Measure with fractions and decimals and figure flow and pressure of fluids.
Communications	Take orders; cooperate with others.
Science	Know how to deal with the properties of metals, plastics and soil.
Social Science	Analyze building codes and plans, be aware of market values of products.
Humanities	Respond to individual needs.
Health/PE	Lift heavy equipment appropriately, know the value of good health practices.
Industrial/Technical	Know the development of building trades and materials.
Business/Office	Be able to work with budgets, bid for jobs.
Human Relations	Deal effectively with customers and dealers.

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SAMPLE CORRELATION WORKSHEET

Plumber

ACTIVITIES	JOB SKILLS	SCHOOL SUBJECTS
Get Job Assignment	Take orders/Cooperate	Communications
Read blueprints for job	Analyze assembly instructions	Reading
Select materials and supplies needed	Be able to work with budgets	Business/Office
	Know how to deal with the properties of metals, plastics, and soil	Science
Layout plumbing to be done and recheck prints with contractor	Respond to individual needs	Humanities
Lay sewer pipes in pitch according to building code	Lift heavy equipment appropriately	Health/PE
	Analyze building codes	Social Sciences
	Measure	Mathematics
Check completed sewer for leaks and accuracy	Figure flow and pressure of fluids	Mathematics
Have city inspector approve sewer	Deal effectively with building inspector	Human Relations

EXAMPLE OF PROCEDURE

In order to facilitate the development of such a chart the guidance person should help the CRP analyze his/her career systematically. Using the following blank worksheet, first have the CRP describe the activities. After each activity has been described, have the CRP identify the skills necessary to successfully perform those activities. Finally, assist the CRP in correlating skills to school subjects. (See sample on prior page)

CORRELATION WORKSHEET

Occupation_____

ACTIVITIES	JOB SKILLS	SCHOOL SUBJECTS

Activity IV

Given the following description of an hypothetical employee's work day, list job skills that are required to complete work activity and relate each job skill to school subject area(s).

SAMPLE CORRELATION WORKSHEET
Assistant Bookstore Manager

ACTIVITIES	JOB SKILLS	SCHOOL SUBJECTS
Prepare daily cash register		
Delegate employee assignments		
Supervise stocking of shelves		
Wait on customers and deal with sales people		
Process incoming mail and merchandise including inventory and pricing		
Work on special orders of unique materials and large volume orders		
Ship merchandise		
Prepare merchandise display		
Prepare and process deposits		

Activity V

For this activity, prepare a correlation worksheet for a career with which you are familiar, preferably one at which you have been employed.

As you complete this correlation worksheet, take notes on what you are thinking and doing so you will be able to explain and demonstrate to a CRP how to complete a correlation worksheet for his/her career.

SAMPLE CORRELATION WORKSHEET

Occupation_____

ACTIVITIES	JOB SKILLS	SCHOOL SUBJECTS

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Activity VI

For your final activity in this section, explain how you would help a CRP relate his/her job skills to school subjects utilizing the correlation worksheet as a tool for this activity.

PREPARING A CAREER ROAD MAP
(Objective 4)

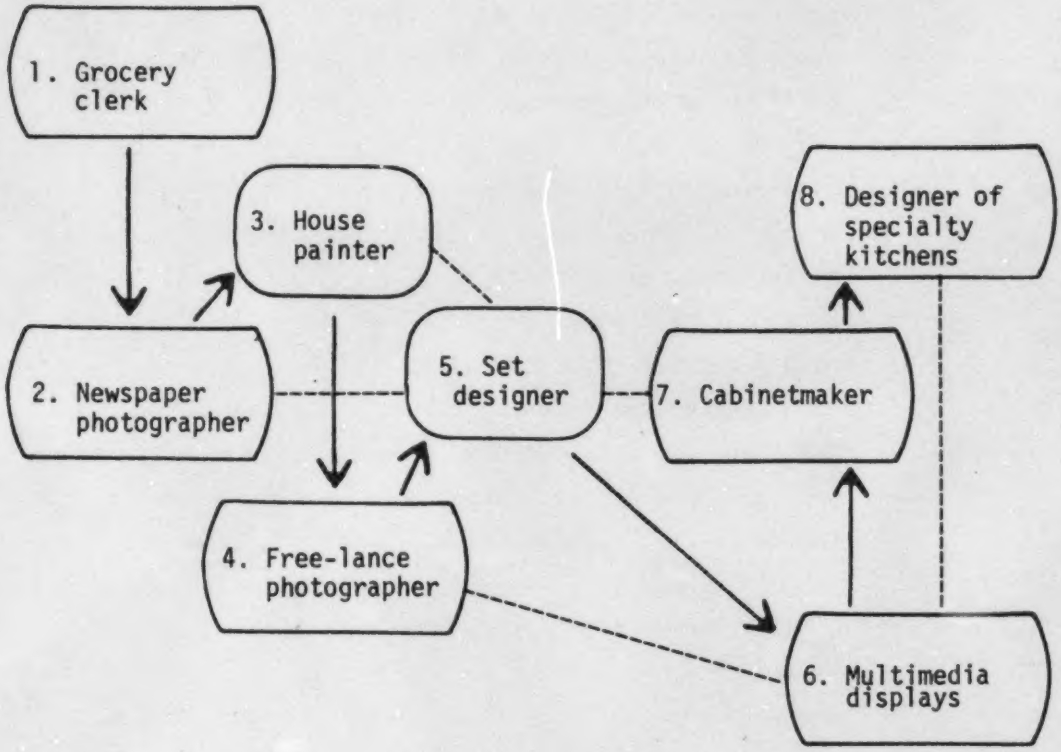
PREPARING A CAREER ROAD MAP

Another technique that a community resource person might use in assisting students, and one in which guidance personnel can help, is the development of a career road map; identifying the starting point of a career, the significant experiences that have occurred and are still occurring, and how those events fit into and help shape one's career aspirations. Developing such a career road map can provide many insights for students as they relate the experiences of others to their individual career development processes.

As the following example shows, the career development process is not always a direct line from point to point. In some cases, an individual may have a variety of unplanned or unrelated stops. Additionally, there may be avocational experiences or interests that influence the road one takes from job to job.

This road map identifies both paid and unpaid jobs and these are numbered and connected with solid lines in order of progression in time. The dotted lines are used to show where skills and interests might have led to another job. For example, this individual worked as a multimedia display person and then was employed as a cabinet maker and is presently employed as a designer of specialty kitchens. However, this person gained many skills and interests as a multimedia worker that relate directly to the present position.

SAMPLE CAREER ROAD MAP



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Activity VII

Workshop participants are to form pairs and develop career road maps for each other. Interview each other and identify paid and unpaid jobs and the progression from job to job. Also, identify skills or interests that might have influenced this progression. Then develop a career road map. After this is completed, each individual should plan an outline for a presentation they will use to explain the career road map process to CRP's.

PLANNING FOR THE PRESENTATION OF A CRP (Objective 5)

PLANNING FOR THE PRESENTATION OF A CRP

Information Needs

A successful presentation will require the community resource person to have some basic information, and it should be the responsibility of guidance personnel to provide that information as much in advance as is appropriate to the situation. There must be a clear understanding of the date, time, and specific location where the presentation(s) is to be made. The resource person needs to have a clear understanding of the role that he/she will play in the student's career development experience, as well as an idea of the learning objective that will be achieved as a result of the presentation. The presenter should know the size of the audience and the grade level(s) represented in the group, along with any other pertinent information that would assist him/her in making an informative presentation-one that relates appropriately to the ongoing curricular activity.

Student Characteristics

Guidance personnel have a critical role in relating child growth and development, educational practices, and simple teaching techniques that the community resource person can utilize. A major block of knowledge acquired by educators throughout their training programs is in the area of student characteristics as they relate to child growth and development. The average community person has not had this background. Therefore, the community person needs help to understand the kinds of behavior that students tend to display at different ages. The general interests and characteristics of students need to be identified for community resource persons so that their presentations, both in classrooms and at work sites, can be made interesting and motivating. The following guide can help the community resource person anticipate some of the student characteristics and behaviors he/she may encounter during a presentation.

STUDENT CHARACTERISTICS

Elementary (Grades K-4; ages 5-9)

* Highly impressionable
* Interested in the present, but interests may change rapidly
* Interested in concrete experiences as opposed to abstractions
* Boundlessly energetic; may be "squirmy" even while paying attention
* Interested in active rather than passive participation in games and activities
* Able to play-act career ideas; aware of "work"
* Open-minded (in contrast to selective interests of adolescents)
* Appreciative of humor (if on their level)

(Grades 4-6; ages 9-12)

* Active
* Interested in surrounding world
* Thirsty for knowledge
* Developing personal independence
* Enjoy learning through games and competition

Junior High or Middle School
(Grades 6-9; ages 12-15)

* Physically restless, energetic
* Attentive one moment; inattentive the next
* Undergoing great physical, emotional, intellectual changes
* Unpredictable; bounding between childhood and adolescence
* Strongly affected by peer pressures
* Capable of abstract reasoning
* Beginning to look at career possibilities; planning for high school
* Sometimes noisy and aggressive
* Inquisitive, but sometimes hesitant about asking questions of adults
* Sensitive to feelings of growing independence
* Self-protective; if singled out in a group, embarrassment may translate into hostility or rudeness
* Responsive to dramatic, heroic and romantic personalities

(Grades 10-12; ages 15-18)

* Developing selective interests (career possibilities, altruistic concerns, preferred lifestyle)
* Preoccupied with achieving personal identity
* Needing to become sure of ability to function as an adult (but sometimes reluctant to do so)
* Concerned about earning money to be independent
* Increasingly capable of solving problems and reasoning in the abstract
* Continually testing authenticity and worth of concepts before adopting
* Seeking significant participation and responsibility
* Able to integrate selves into social relationships with adults
* Questioning, probing, "trying on" different values
* Oriented toward future

Once community resource persons have identified their roles in helping students learn, and each has analyzed his/her own career development, it is time to help them plan learning experiences for students. In those instances where a classroom teacher is not familiar with the career development process, and needs to become acquainted with the valuable services that can be provided by CRP's, guidance personnel need to serve a liaison function in coordinating some of the initial planning. Recommendations as to appropriate CRP's could be made by guidance personnel along with introducing the CRP to the educator and laying some initial groundwork for them to begin their planring.

It is important that the community resource person and the educator work together in planning the experience for the students and, prior to the presentation, agree on the presentation format, the kinds of job-related tools and materials that will be displayed, and whether students will receive handout materials. Format options might include small discussion groups, student panels or other appropriate means by which students could get involved.

Planning Considerations

It is imperative that the community resource person and educator plan the learning experience well, considering the content, length, type of delivery and the use of visual aids. Suggestions should be made available on how to initially get students interested and motivated and the kinds of questions to anticipate from students at different grade levels. Tools and materials used on the job that may be unique to the particular occupation and unfamiliar terms will need explanation. There should be ample time for discussion and for students to exchange views and ask specific questions.

The length of students' attention spans at various ages must be considered when planning the presentation. It is also important to consider the anticipated student energy level. For instance, it is usually easier to gain

and hold students' attention during the first periods of the morning and afternoon. However, during the times just prior to lunch, recess, or physical education, students will probably be anticipating those activities, and their attention spans may be a bit shorter than usual. If a presentation is to be made during those times, it might be appropriate to involve students in the process, either in question and answer sessions, hands-on experiences with exhibits, audiovisual techniques, or other motivational activities.

The responsibility for discipline and control must lie with the educator, and he/she should remain in the classroom during the presentation unless another arrangement has been made.

The community resource person should be encouraged to be informal in his/her delivery and to make the students feel at ease. He or she should be told that key points will need reemphasis. It is especially important to stress information on how certain areas of the career relate specifically to the goals and objectives of the ongoing classroom program. The overall effect of students' experiences with the community resource persons is usually enhanced when they are allowed to get involved. The presentation might be concluded by giving the students some suggestions on where to find additional information about that particular career, and even the names of other resource persons.

Displaying Materials

Some community resource persons may have appropriate visual aids or there may be some appropriate company literature available. However, these materials should be selected with regard to the ages and reading abilities of students. A table might be used during the presentation for an appropriate display. It might also serve as a hands-on center for student involvement or for demonstrating tools and/or equipment related to the presentation.

Evaluating Preparations for the CRP's

Finally, it is important to make arrangements for evaluating the performance of guidance personnel and/or teachers in arranging for the participation of community resource persons in students' career development. The community resource person may be asked to either formally or informally address the following questions:

1. Were you provided adequate information about your audience?
2. Were physical arrangements appropriate for your presentation (Audio-visual equipment, light, temperature, display space, etc.)?
3. Did the students appear adequately prepared for your presentation?
4. Were you aware of the relationships between your topic and the ongoing classroom program?
5. Were you satisfied with the students' behavior and response?
6. Were you confident in knowing exactly where and when you were to appear?
7. Can you think of ways that school personnel might help community resource persons feel more relaxed and welcome?
8. Are you willing to continue to serve as a community resource person?

(Should the items listed above be appropriate to the situation, it is suggested that they be incorporated into a questionnaire, leaving ample space for the CRP to make his/her responses.)

Evaluating the CRP's Presentation

The educator may need to make a professional judgement concerning the appropriateness of providing the community resource person with evaluative data concerning his/her presentation. Again, such information might be provided on an informal basis or via a formal process involving either a subjective analysis of the presentation of a completed checklist of items that supply adequate feedback to the presenter. Whichever method is used, attention should be given to the following items:

1. Did the presenter appear at the correct time and place?

2. Was the presentation appropriate to the audience and to the agreed upon goals and objectives?

3. If the audience participation was appropriate, did that occur?

4. Did the presenter do everything possible to motivate students and hold their attention?

5. Were supporting supplies, materials, tools and equipment appropriate?

6. Did the presenter supply names of persons or other resources where additional related information might be obtained?

The evaluation process is usually most productive when all participants (school personnel, community resource persons, and students) take part in the entire process. This process should not only be part of all activities but the results should be utilized to continually upgrade and improve the use of the community resource person as an educational resource in helping students in their career development.

Thanking the Community Resource Person

The means by which a community resource person is thanked for his/her participation depends in part on the age of the student audience. Many speakers enjoy reading individual notes of appreciation from elementary students, while one letter of thanks, either from a representative student or the participating educator, would probably be more appropriate at the junior and senior high levels.

The following planning guide includes items to be considered in preparing a CRP for a CRP presentation. The final summary activity of this module is to complete the planning guide. This activity will be unique to your school setting and the people responsible for various tasks will differ from area to area.

As you go through this final activity, you will want to include all of the material you previously developed in this module. Therefore, those materials should be gathered and identified as to how they will be used in the planning guide.

When using the planning guide, make notes as to the material that you have that will help complete the tasks identified. Also, depending on your local situation, you may want to utilize a variety of people from your area that will be able to help the CRP prepare their presentation. The code at the bottom of the form will help you identify various individuals that may have to approve, have planning responsibilities for or should/may be consulted to help complete the tasks identified.

By combining all of the material developed and integrating it into the planning guide you should be able to help the community resource persons become effectively involved with student career development processes.

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TOPIC		RESPONSIBILITY											
INTRODUCTION		Superintendent	Principal	Curriculum Specialist	Subj. Matter Specialist	Counselor	Evaluation Specialist	Teachers	Parents	Students	Comm. Resource Person	Other	NOTES
DATE	TASK DESCRIPTION												
	Determining the Rationale for CRP's												
	Defining a CRP												
	Developing In-School Presentation												
	Panel												
	Career Fair												
	Speaker												
	Developing Worksite Presentation												
	Field Trips												
	Career Explorations												
	Job Shadowing												

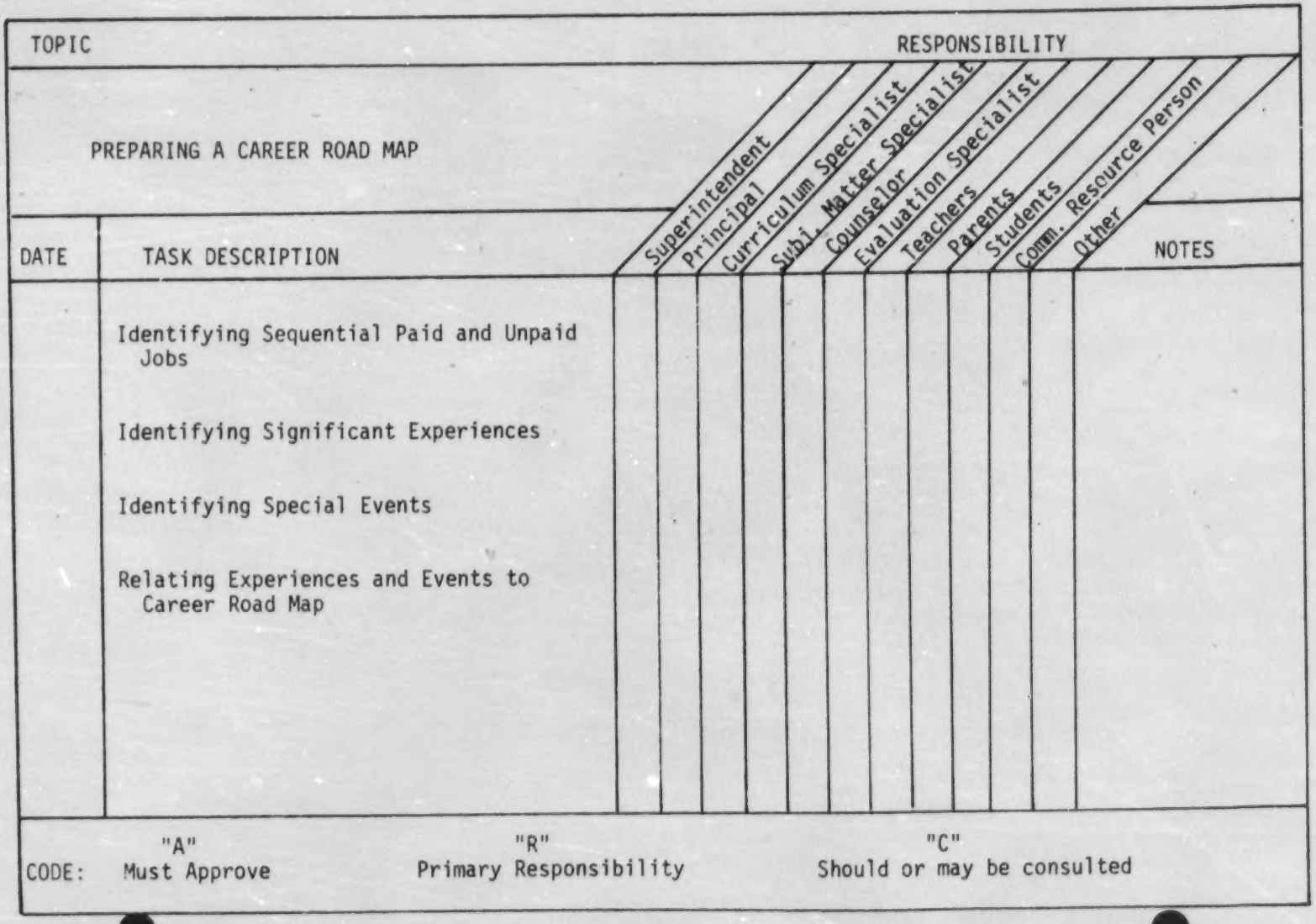
CODE: "A" Must Approve "R" Primary Responsibility "C" Should or may be consulted

TOPIC		RESPONSIBILITY											
ORIENTING THE CRP		Superintendent	Principal	Curriculum Specialist	Subj. Matter Specialist	Counselor	Evaluation Specialist	Teachers	Parents	Students	Comm. Resource Person	Other	NOTES
DATE	TASK DESCRIPTION												
	Defining the Role of CRP in General												
	Explaining Components of Career Development												
	Explaining a Career Analysis												
	Basic Occupation Facts												
	Economic and Social Value												
	Training and Education												
	Employment and Advancement												
	Job Attitudes and Psychological Factors												
	You and the Job												

CODE: "A" Must Approve "R" Primary Responsibility "C" Should or may be consulted

TOPIC	RESPONSIBILITY											
RELATING JOB SKILLS TO SCHOOL SUBJECTS	Superintendent	Principal	Curriculum Specialist	Subj. Matter Specialist	Counselor	Evaluation Specialist	Teachers	Parents	Students	Comm. Resource Person	Other	NOTES
DATE / TASK DESCRIPTION												
Outlining Occupational Activities												
Determining Skills												
Identifying School Subjects												

CODE: "A" Must Approve; "R" Primary Responsibility; "C" Should or may be consulted


TOPIC
RESPONSIBILITY
PREPARING A CAREER ROAD MAP
Superintendent
Principal
Curriculum Specialist
Subj. Matter Specialist
Counselor
Evaluation Specialist
Teachers
Parents
Students
Comm. Resource Person
Other
DATE
TASK DESCRIPTION
NOTES
Identifying Sequential Paid and Unpaid Jobs
Identifying Significant Experiences
Identifying Special Events
Relating Experiences and Events to Career Road Map
CODE:
"A" Must Approve
"R" Primary Responsibility
"C" Should or may be consulted

TOPIC		RESPONSIBILITY											
PLANNING FOR THE PRESENTATION OF A CRP		Superintendent	Principal	Curriculum Specialist	Subj. Matter Specialist	Counselor	Evaluation Specialist	Teachers	Parents	Students	Comm. Resource Person	Other	NOTES
DATE	TASK DESCRIPTION												
	Identifying Student Learning Objective												
	Preparing Logistical Information												
	Identifying Student Characteristics												
	Facilitating Planning Together Student Energy Level												
	Student Control												
	Information, Tools, Materials, etc.												

CODE: "A" Must Approve; "R" Primary Responsibility; "C" Should or may be consulted

TOPIC

RESPONSIBILITY

PLANNING FOR THE PRESENTATION OF A CRP

DATE	TASK DESCRIPTION	Superintendent	Principal	Curriculum Specialist	Subj. Matter Specialist	Counselor	Evaluation Specialist	Teachers	Parents	Students	Comm. Resource Person	Other	NOTES
	Preparation and Administration												
	Evaluation												
	Teacher												
	Student												
	CRP												
	Thanking the CRP												

CODE: "A" Must Approve "R" Primary Responsibility "C" Should or may be consulted

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COORDINATOR'S GUIDE

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COORDINATOR'S ROLE AND FUNCTIONS

Your role as coordinator is crucial. It may be thought of in four categories.

SET THE TONE

Set the right mood. Don't make things deadly and boring. Inject humor into the activities and discussions, let people joke around some and have fun. On the other hand, make it clear that there is a very serious purpose behind it all. People should be relaxed, but alert, interested, and motivated.

SET THE PACE

Maintain the right pace. If things bog down, inject some humor, ask some provocative questions, get a lively discussion going. Some sections can be summarized orally to speed things, and this can be planned ahead. If things are going too fast and people are getting lost, slow it down, let them ask questions, spend time orally covering the points. Keep the flow smooth at junctures in the module--winding up one activity with a satisfying resolution and easing participants into the next. Take breaks as you sense they are needed. Be flexible in structuring activities, adapting to individuals and situations as needed. Regard times listed in the "Module Outline" as flexible.

FACILITATE

Encourage discussion and interaction from the participants. Bring out the shy people, don't let the aggresive ones dominate. Seek out questions and uneasinesses, get them into the open, talk them over, especially at the beginning. Watch facial expressions and body language. Be a trouble shooter. Spot problems and work them out. In short, act as a guide through the module, but try not to get in the way.

EVALUATE

Make sure participants are headed in the right direction, nudge them that way when they're not. Judge whether they perform adequately in the postassessment items, the activities which are part of the assessment (See the "Assessment Criteria"), and the Application. Keep a record of how each participant does. In general, maintain the quality level of the workshop.

Prior to workshop:

1. Study the module thoroughly. Be familiar with the participants' materials and this coordinator's guide.
2. Make sure all needed materials are present for the workshop and the facility is conducive to a productive workshop.

At the workshop:

1. Introduce yourself to the particpants and them to each other. Briefly explain your background and the role you will play in the module.
2. Establish time limits (breaks, when day ends) and schedule for the day, and do your best to stick to the schedule.
3. Conduct introductory activity. (See introductory activity herein.)
4. Introduce the basic purposes and structure of the module. (See introductory remarks herein.)
5. Start participants on the text. Lead discussions and task activities as you go through the module. Provide feedback as participants complete each task. (See criteria for acceptable achievement herein.)
6. Evaluate each participant's performance on the completeness of the final materials. Allow for individual differences, needs and educational setting. (See criteria for acceptable achievement herein.)
7. Conduct a wrap-up session. Your task here is to:
   a. Summarize what has gone on and been accomplished.
   b. Resolve any unanswered questions.
   c. Point out sources for additional study. Go through the reference section briefly, and add any sources you know of.
   d. Mention any technical assistance available--experts related to module topics to whom participants might be able to turm.

8. Throughout, observe how things go; collect suggestions for ways to improve the module. Keep a written account of these.
9. Hand out and then collect evaluation questionnaire. (See evaluation questionnaire for staff development workshops herein.)
10. Compile all feedback and prepare for your next workshop.

SAMPLE INTRODUCTORY ACTIVITY

1. Have each participant write on a 3 x 5 card the title of an occupation he/she, as a child, planned to pursue that is most different from what he/she is presently doing.
2. Place all the cards in a hat. Draw a card from the hat and read the occupation.
3. Have three participants try to identify the owner of the card. If that is not accomplished in three tries, have the owner of the card identify himself/herself.
4. Continue until everyone's card has been drawn and each person has been identified.
5. Break into small groups and discuss reasons for occupational change. They may relate decisions for change based on such concerns as: value systems, fantasy, midlife change, etc.
6. Report significant outcomes to the entire group and retain those outcomes to show how they relate to Career Analysis and Career Road Map. This activity should help participants realize that career education is a developmental process.

SUGGESTED INTRODUCTORY REMARKS

It is unlikely that students will have opportunities for exposure to an appreciable portion of the 30,000 job titles in our society. It has been shown that informal contacts with employers, either through friends or family members, are a major source of job placements. So, in addition to urging students to be involved in career research, a plea for students to listen to persons involved in various occupations in the community is in keeping. Their insights into the world of work offer students realistic ideas as they begin to formulate work values, attitudes toward life styles and job satisfaction, and to make decisions concerning further education and/or training.

Guidance personnel have responsibilities to see that the most effective human and material resources will be gathered and presented to students as a realistic view of the world of work as is possible. For it is not a question of whether students are developing value systems, but if realistic information is available for developing their own value systems.

This module is to provide guidance personnel with skills that will help community resource persons become effectively involved with student career development processes. It is one in a series of modules developed through National Consortium on Competency-Based Staff Development and designed to promote more effective career development activities among all segments of society. It is important to realize that these activities are a small but integral part of a comprehensive program and/or system for utilizing resources both material and human.

INTRODUCTION (OBJECTIVE 1)

GOAL: After completing this section, the participants will be able to write a paragraph describing a rationale for including CRP's in career development programs.

TIME: 45 minutes

INSTRUCTION:

1. Have participants read goal statement and module outcomes.
2. Explain that this activity is only one part of developing a comprehensive program that utilizes the community as an educational resource.
3. Go over the outline of the module and answer any questions that may arise. Also explain general procedure you will be following for the workshop.
4. Complete an introductory activity. One has been suggested that you may choose to use.
5. Have the participants read pages 6-10 and then emphasize the major points.
6. Have the participants break up into groups and assign each group one of the six questions identified on page 10.
7. Facilitate the small group presentations and try to keep within the time identified.
8. Have the participants complete the assignment on page 10 and collect their papers. You may want to check their papers as they are reading the next text on Orienting the CRP.

ASSESSMENT CRITERIA:

The paragraph should include:

1. A list of at least five types of individuals who can serve as CRP's;
2. Three to four sentences describing the two basic types of CRP presentations; and,
3. Two to four sentences describing the benefits to students and to the school of including CRP's in a career development program.

The information the participant provides should reflect that included on pages 9 to 14 of the module text, or should, in your judgement, provide a reasonable alternative to that content.

8. The activity identified on page 23, 1 through 6 are designed to help the participants realize the importance of helping the CRP develop presentations that meet the needs of various grade levels and ages of students. The concensus activity may need assistance from you as leader. Try not to dwell too long on any one topic.
9. Collect individual career analysis and outlines or paragraphs and review while participants are working with the next area.

ASSESSMENT CRITERIA:

The participants career analysis should include:

1. Statements under each item.
2. Grade leveling for each item.
3. Highlights of factors that lead one to make decisions concerning occupational satisfaction, choice and/or change.

The participants paragraph or outline should include:

1. Brief explanation of the use of a career analysis.
2. The identification of the major areas of analysis.
3. The importance of identifying appropriate information for the various grade levels.

ORIENTING THE CRP (OBJECTIVE 2)

GOAL: After completing this section, the participants will be able to outline a strategy for helping a CRP conduct a career analysis during an orientation workshop.

TIME: 30 minutes

INSTRUCTIONS:

1. Have the participants review outcome 2 on page 1.
2. Have the participants read pages 17-23.
3. Review the material on pages 17 to 23 and emphasize the role of the CRP and the components of career development.
4. Distribute the career analysis forms.
5. Go over the items with participants for clarification.
6. From specific questions of the participants, give sample answers to various items, based on your (coordinators) own career analysis.
7. Have participants begin their career analysis.
   As participants think ahead to Section 5 of this module, they need to keep in mind that the career analysis will probably contain a large portion of material they will be presenting to students. Some of that information will be appropriate for students at all levels: elementary, junior and senior high schools. Other portions may be appropriate for junior and senior high school levels only. Some of it may be only appropriate for high school students. For instance, a presentation to elementary and junior high students will probably not need to include information about unique government regulations that affect one's work. (BASIC OCCUPATION FACTS, Item #10)

RELATING JOB SKILLS TO SCHOOL SUBJECTS
(OBJECTIVE 3)

GOAL: After completing this section, the participants will be able to help a CRP relate his/her job skills to school subjects.

TIME: 1 hour

INSTRUCTIONS:

1. Have the participants review outcome 3 on page 1.
2. Have the particicants read and study the examples on pages 31 to 33.
3. Go over the material and review the concept of correlating job skills to school subjects. You may also want to mention how the career analysis previously completed can help in this activity.
4. Answer any questions or concerns the participants may have.
5. Have the participants complete activities 4, 5, and 6.
6. Collect activities 4, 5, and 6 and review while participants are working with the next area.

ASSESSMENT CRITERIA:

The participants work should include:

1. Appropriately identified job skills and school subjects for each area of the Assistance Bookstore Manager Sample correlation worksheet on page
2. Appropriately identified occupation, activities, job skills, and school subjects for an occupation they are familiar with on the sample correlation worksheet on page 35.
3. An explanation of how they would help a CRP relate his/her job skills to school subjects which includes:
   a. A brief rationale for relating school subjects to job skills,
   b. A brief explanation of how to identify the daily activities of an occupation.

c. An explanation of how to complete the correlation worksheet.

d. An explanation of how this worksheet would be used with students to help them in their career development.

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PREPARING A CAREER ROAD MAP
(OBJECTIVE 4)

OUTCOME: After completing this section, the participants will be able to help a CRP prepare a career road map to illustrate his/her career development experience.

TIME: 1 hour

INSTRUCTIONS:

1. Have the participant review outcome 4 on page 1.
2. Have the participants read page 41 and study the diagram on page 42.
3. Review the material and discuss the importance and the possible uses of a career road map.
4. Review the procedure of constructing a career road map and the importance of the solid and dotted lines.
5. Have the participants break up into pairs and go through activity 7 on page 43.
6. Discuss the results of their experience in developing a career road map ahd have them prepare an outline for a presentation they will use to explain the career road map to CRP's.
7. Collect their outlines and review them while the participants are working with the next area.

ASSESSMENT CRITERIA:

The participants outline describing their presentation of the career road map to a CRP should include:

1. The rationale for developing a career road map.
2. An explanation of the use of the career road map as a teaching tool.
3. The importance of paid and unpaid jobs.
4. The sequential progression of career development road map.
5. The relationship of the solid and dotted lines to the career development road map process.
6. An idea of how the road map will be used with students of various ages.

PLANNING FOR THE PRESENTATION OF A CRP
(OBJECTIVE 5)

OUTCOME: After this section, the participants will be able to prepare a preliminary plan for the participation of CRP's in the career development of students in their setting.

TIME: 1 hour and 45 minutes

INSTRUCTIONS:

1. Have the participants read and study pages 47-53. Encourage them to take notes on the highlights of the material.
2. Discuss the highlights of the material and how all of the material fits together. This should become evident as the participants go through the planning guide.
3. Review activity VIII with the participants and try to help them understand the total process of helping the CRP make a presentation including role identification of the various people including teachers, guidance personnel, CRP and students.
4. Your final role is to assess each participant's material to determine if she/he has provided a comprehensive plan for helping CRP's become effectively involved with student career development processes.
5. Randomly select a few participants to explain how their planning guide will help a CRP become effectively involved with student career development processes.

ASSESSMENT CRITERIA:

The participants will be able to identify:

1. Where and how their rationale for including CRP's in career development programs fits into their planning guide.
2. When and how their strategy for helping the CRP conduct a career analysis fits into their planning guide.
3. Where and how the CRP's correlation between job skills and school subjects fits into their planning guide.

4. Where and how a CRP's career road map fits into their planning guide.
5. Where and how the preliminary plan for the CRP's participation fits into the planning guide.
6. All of the component parts of their planning guide and explain how their guide facilitates helping a CRP become effectively involved with student career development processes.

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SAMPLE EVALUATION INSTRUMENTS

On the next five pages are two sample instruments, the Module Performance Record and the Evaluation Questionnaire for Staff Development Workshops. You may wish to use these instruments to gather information for evaluating any workshop in which you administer this module, and for making decisions about future workshops. The Module Performance Record (MPR) is a form for tallying participants' achievement of objectives. The Evaluation Questionnaire seeks participants' opinions on four dimensions: (1) perceived value of the workshop; (2) effects of participating in the workshop; (3) role and performance of the coordinator; and, (4) recommended improvements in the workshop. As it now stands, the questionnaire should take participants 10-20 minutes to complete. You, as module coordinator, should complete the MPR form based upon the results of the postassessment or other evidence supplied by participants. If you duplicate the Evaluation Questionnaire for participants to complete, we suggest you print it as a four page booklet.

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

MODULE PERFORMANCE RECORD

MODULE TITLE: _____

WORKSHOP DATES: _____

WORKSHOP COORDINATOR(S): _____

_____

Participants' Names (Alphabetically)	OBJECTIVES (Place a check mark for each objective achieved.)						
	1	2	3	4	5	6	7
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							

Developed at the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare.

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

EVALUATION QUESTIONNAIRE FOR STAFF DEVELOPMENT WORKSHOPS

Your reponses to the brief questions in this booklet will help us evaluate the workshop you just completed and make decisions regarding future workshops. Please take 10-20 minutes to answer honestly and thoughtfully. You need not sign your name, but we do need your help. Please answer each question. Thank you.

Name (Optional)_____ Date_____

Module Title_____

A. General Issues Related to the Workshop

Respond by checking the column (A, B, C, D, or E) of the statement which best expresses your feeling or opinion on each item in the following list. If none of the possible choices precisely represents your view, pick the one that comes closest.

STATEMENTS	COLUMN A I strongly agree	COLUMN B I agree	COLUMN C I disagree	COLUMN D I strongly disagree	COLUMN E I don't know. I have no basis for answering
1. This workshop made a valuable contribution to my professional development.					
2. I acquired no new knowledge during this workshop.					
3. I would not recommend this workshop to anyone else.					
4. I am glad I attended this workshop.					
5. In this workshop, I experienced at least one positive change in my knowledge, attitudes or skills.					
6. As a result of this workshop, I expect that I will help improve the career guidance program in my work setting.					

EVALUATION QUESTIONNAIRE FOR STAFF DEVELOPMENT WORKSHOPS

A. General Issues Related to the Workshop (con't)

STATEMENTS	COLUMN A I strongly agree	COLUMN B I agree	COLUMN C I disagree	COLUMN D I strongly disagree	COLUMN E I don't know. I have no basis for answering
7. I experienced at least one negative effect from this workshop.					
8. This module must be improved.					
9. The Coordinator was an asset to this workshop.					
10. The Coordinator was unprepared.					
11. The Coordinator was poorly organized.					
12. The Coordinator was clear and to the point.					
13. The material and activities in this workshop were not helpful.					
14. The material and activities were applicable to my needs.					
15. The material and activities were routine and boring.					
16. The workshop's adjectives addressed the training needs I hoped they would.					

Please list and briefly describe up to three major positive changes that you have experienced in your knowledge, attitudes, or skills because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any positive changes, please check the appropriate space.

_____There were no positive changes.

_____

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Please list and briefly describe any negative effects you have experienced because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any negative effects, please check the appropriate space.

_____There were no negative effects.

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Please list and briefly describe any improvements you anticipate in your career guidance program as a result of this workshop. Continue on the back of this booklet if necessary. If you don't expect any improvements as a result of this workshop, please check the appropriate space.

_____I don't expect any improvements in my career guidance program as a result of this workshop.

_____

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Please list and briefly describe any other comments on this workshop, criticisms of it, or suggestions you have for improving it. We are especially interested in your ideas on topics or activities that should receive more or less emphasis. Continue on the back of this page if necessary.

NATIONAL CONSORTIUM COMPETENCY-BASED STAFF DEVELOPMENT RESOURCES

Modules 1-12 comprise a series on Developing Comprehensive Career Guidance Programs.

1. Career Development Theory
   Barbara Sanderson and Carolyn Helliwell

2. Program Development Model
   Charles Dayton and H. B. Gelatt

3. Assessing Desired Outcomes
   Charles Dayton

4. Assessing Current Status
   Phyllis DuBois

5. Establishing Program Goals
   Charles Dayton

6. Specifying Student Performance Objectives
   Laurie Harrison

7. Selecting Alternative Program Strategies
   H. B. Gelatt

8. Specifying Process Objectives
   Barbara Pletcher

9. Developing Program Staff
   Barbara Pletcher

10. Trying Out Activities and Monitoring Early Implementation Efforts
    Steven M. Jung

11. Conducting Summative Evaluation (Cost-Impact Studies)
    Jean Wolman

12. Communicating Evaluation Results
    Sarah Roberts

The remaining modules address other competencies necessary for providing comprehensive career guidance.

13. Utilizing Strategies for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg

14. Designing Programs for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg

15. Providing Life/Career Planning for Women and Girls
    Janice M. Birk

16. Providing Career Guidance for Young Women
    Pamela G. Colby

17. Enhancing Understanding of Students with Physical Disabilities
Susan L. McBain

18. Helping Students Explore Work and Leisure Options
Pamela G. Colby

19. Planning a Career Resource Center
Robert A. Wood, Neal Rogers, and Clella Klinge

20. Developing People Relationship Competencies for Career Resource Center Technicians
Jill Paddick and Dale Dobson

21. Developing Facility Maintenance Competencies for Career Resource Center Technicians
Clarence Johnson

22. Planning Pre-Employment Programs
Joyce Fielding and Marvin Fielding

23. Conducting Job Development Programs
Joyce Fielding and Marvin Fielding

24. Conducting Job Placement Programs
Joyce Fielding and Marvin Fielding

25. Conducting Follow-Up and Follow-Through Programs
Joyce Fielding and Marvin Fielding

26. Imaging Futuristic Career Guidance Goals
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

27. Imaging Futuristic Career Guidance Programs
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

28. Using Change Agent Skills to Manage Career Guidance Program Development
Juliet V. Miller

29. Using Change Agent Skills to Manage Career Guidance Program Implementation
Juliet V. Miller

30. Developing Effective Public Relations
Norman C. Gysbers

31. Developing and Conducting In-Service Programs
Al Stiller

32. Providing Leisure Information in the Career Resource Center
Ron Klein and Robert Swan

33. Developing Career Center Resources for Faculty Use
Marlene Fredricksen and Robert Swan

34. Providing Career Guidance in a Group Setting
Perry Samuels

35. Personalizing Career Guidance Assessment Information Through Group Counseling
Joe Wittmer and Larry C. Loesch

36. Clarifying and Articulating Individual Values and Skills for Career Planning
Jerald R. Forster

37. Helping Parents to Help Adolescents in Career Exploration
Janice M. Birk

38. Helping Young Adults Make the School-to-Work Transition
Sherri Johnson, C. D. Johnson, and Niel Carey

39. Helping the Community Help Students with Career Development
Richard Lutz and Jim Crook

40. Establishing Community-Based Employment Programs
Ellen A. Stewart

41. Designing Career Development Programs for Business and Industry
Randy Leibowitz and Nancy Schlossberg

42. Developing Coping Skills for Career-Related Changes
Phil Abrego and Lawrence Brammer

43. Helping People with Preretirement Planning--An Introduction
Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

44. Counseling Needs of the Older Adult
Patricia Cook and Ellen Stewart

45. Specializing Career Guidance Strategies for Use with Ethnic Minorities
Woodrow M. Parker and Roderick J. McDavis

46. Using Self Awareness and Effective Communication for Helping Ethnic Minorities with Career Guidance
Roderick J. McDavis and Woodrow M. Parker

47. Helping Elementary School Students Develop Decision-Making Skills
Lee Winocur

48. Consulting in the Area of Career Guidance
Tom Quinn

49. Planning Collaborative Career Guidance Projects
Larry C. Loesch and Joe Wittmer

50. Becoming Resource Resourceful
Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

51. Making Change Happen: Learning a Systematic Model for Change
Libby Benjamin and Garry R. Walz

52. Making Change Happen: Overcoming Barriers to Change
Libby Benjamin and Garry R. Walz

The National Consortium has also produced a catalog of competency-based programs and lists of desirable competencies for providing comprehensive career guidance.

53. Competency-Based Education for Guidance and Counseling Personnel: A Catalog of Programs and Competencies--Second Edition
Susan L. McBain, Compiler